

ROYAL GOVERNMENT OF CAMBODIA

MINISTRY OF LABOUR AND VOCATIONAL TRAINING

**Piloting the Post-Harvest Technology and
Skills Bridging Program for Rural Poor
(JFPR 9133-CAM)**

Supported by ADB/Japan Fund for Poverty Reduction

FIRST QUARTERLY PROGRESS REPORT

(January-March 2010)

April 2010

ABBREVIATIONS

ADB	=	Asian Development Bank
CAMFEBFA	=	Cambodian Federation of Employers and Business Associations
CARDI	=	Cambodia Agriculture Research and Development Institute
CARM	=	Cambodia Resident Mission
CBO	=	Community-Based Organization
CDS	=	Community Development Specialist
COBP	=	Country Operations Business Plan
CPM	=	Country Programming Mission
CRDB	=	Cambodia Rural Development Bank
CSP	=	Country Strategy and Program
DGTVET	=	Directorate General Technical Vocational Education and Training
EA	=	Executing Agency
ESDP	=	Education Sector Development Program
ESP	=	Education Strategic Plan
ESSP	=	Education Sector Support Program
GIM	=	Grant Implementation Manual
ICS	=	Individual Consultant System
ILO	=	International Labor Organization
JFPR	=	Japan Fund for Poverty Reduction
JICA	=	Japan International Cooperation Agency
KOICA	=	Korea International Cooperation Agency
KR	=	Khmer Riel
MAFF	=	Ministry of Agriculture, Forestry and Fishery
M&E	=	Monitoring and Evaluation
MEF	=	Ministry of Economy and Finance
MFI	=	Micro-Finance Institution
MIS	=	Management Information System
MIME	=	Ministry of Industry, Mines and Energy
MoC	=	Ministry of Commerce
MoEYS	=	Ministry of Education, Youth and Sport
MoLVT	=	Ministry of Labor and Vocational Training
NGO	=	Non-Government Organization
NPIC	=	National Polytechnic Institute of Cambodia
NQF	=	National Qualification Framework
NSDP	=	National Strategic Development Plan
NTVETDP	=	National Technical Vocational Education and Training Development Plan
NTB	=	National Training Board
NTF	=	National Training Fund
NTTI	=	National Technical Training Institute
OVOP	=	One Village, One Product
PHT	=	Post Harvest Technology
PPTA	=	Project Preparatory Technical Assistance
PTB	=	Provincial Training Board
PTC	=	Provincial Training Center
SB	=	Skills Bridging
SEGF	=	Self-Employment Generation Fund
SME	=	Small and Medium Enterprise
Sqm	=	Square meter
TA	=	Technical Assistance
TTC	=	Technical Training Center
TVET	=	Technical Vocational Education and Training
UNESCO	=	United Nations Education, Scientific and Cultural Organization
VSTP	=	Voucher Skills Training Program
WB	=	World Bank

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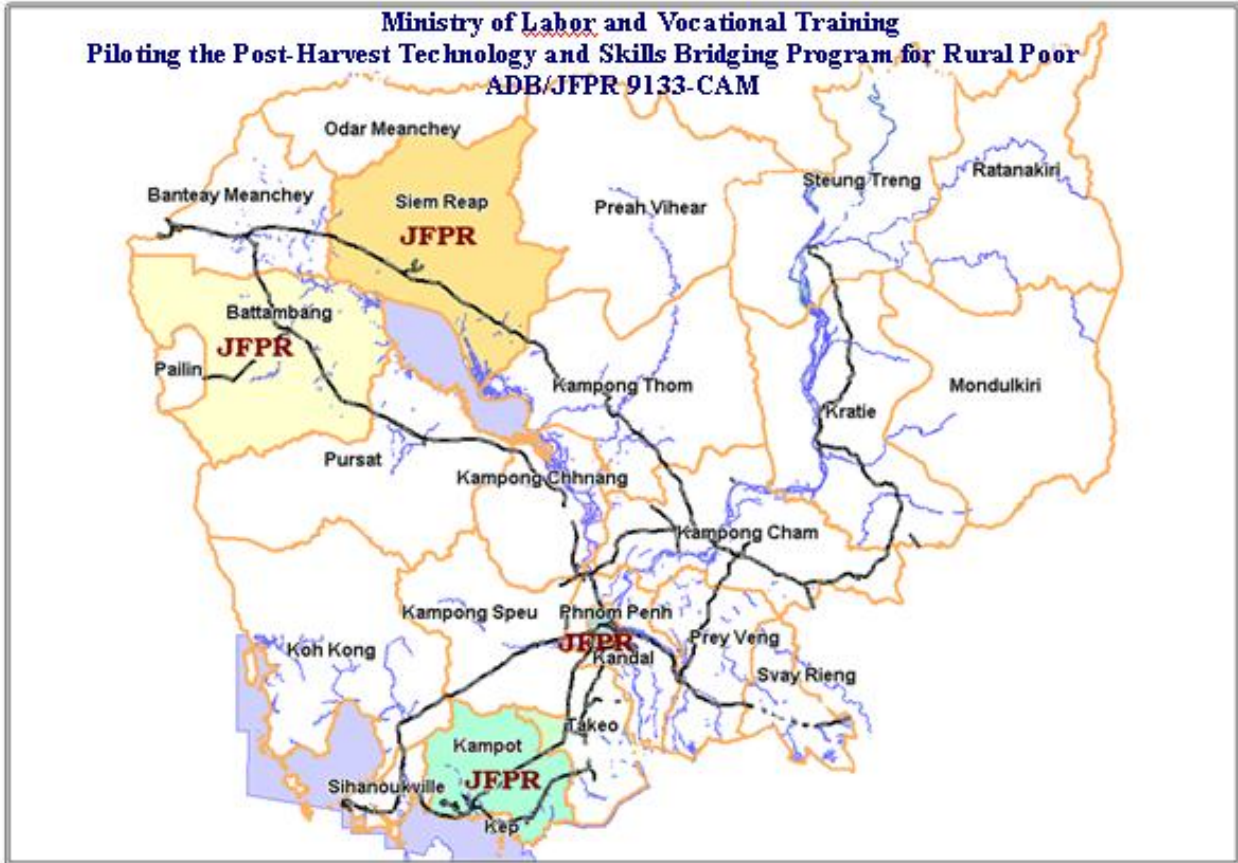
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A. Grant Basic Data

Grant Number	9133-CAM
Grant Title	Piloting the Post-Harvest Technology and Skills Bridging for Rural Poor Project
Receiver	Royal Government of Cambodia
Executing Agency	Ministry of Labor and Vocational Training
Estimated Project Cost	Total: \$2,320,000 (\$2,000,000 from ADB) (\$ 200,000 from RGC) (\$ 120,000 Other sources)
Project Financing Status	1. Received to date: \$0 (ADB \$0.00 – RGC \$ 0) 2. Spend to date: \$0 3. Direct Payment to Consultants: \$59,914
Date of Approval by ADB	20 April 2009
Date Signing of Letter of Agreement	2 July 2009
Date of Effectiveness	2 July 2009
Duration of the Grant	3 years

Grant closing Date	1 July 2012
Date of ADB Mission	First mission (November 11-16, 2009)
Grant Steering Committee Actions	First meeting (February 18, 2010)

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B. Summary

The Letter of Agreement was signed between the Government of Cambodia and the Bank on July 2, 2009. The Grant closing date is July 1, 2012.

Grant Objectives

The Project will help to reduce poverty among the rural poor in Cambodia by improving the post-harvest skills of agricultural producers and enhancing the knowledge and technical skills of youth to meet the demands of industry and entry requirements for certificate level TVET. The immediate objectives are to (i) increase the value added to agricultural produce through post-harvest (PH) skills development and training, and (ii) meet the needs of diversified enterprises through a technical vocational education and training (TVET) skills bridging program for youth. The Project will create new earning and income opportunities for poor agricultural producers in pilot communes both on and off-farm seasons, and create business opportunities and access to training and employment for out-of-school youth through improvements in their knowledge and skills that respond to the increasing demands of the labor market.

Project Components:

Project components and their cost are shown in Table 1

Table 1: Project Components and Cost

Number	Component Description	Cost
Component A:	Pilot Testing of Post-Harvest Technology Skills Development Program	\$1,155,000 (excluding contingencies)
Component B:	Pilot Testing of the TVET Skills Bridging Program	\$360,000 (excluding contingencies)
Component C:	Capacity Building and Project Management and Monitoring	\$421,000 (excluding contingencies)

Executing Agency

The executing agency (EA) for the Project will be the Ministry of Labor and Vocational Training (MOLVT), which is responsible for formulating national technical vocational education and training (TVET) policies and strategies. MOLVT is also the EA for the ESDP II, and the proposed project preparatory technical assistance on strengthening TVET¹. The Project will establish a steering committee, chaired by the secretary of state of MOLVT, will provide general policy guidance, oversee project management and implementation, facilitate

¹ ADB. 2008. *Preparing the Strengthening Technical and Vocational Education and Training Project* (TA7116-CAM).

coordination with concerned ministries and institutions including representatives from Ministry of Agriculture, Forestry and Fishery (MAFF), Ministry of Industry, Mines, and Energy (MIME), Ministry of Economy and Finance (MEF), One Village, One Product (OVOP), and the Cambodia Agriculture Research and Development Institute (CARDI), private sector, and TVET private skills providers.

Implementing Agencies

The Directorate General Technical Vocational Education and Training (DGTVET) and its technical training centers (TTCs), nongovernment organizations (NGOs), and community-based organizations (CBOs) will be the implementing agencies (IAs).

Financing Plan & Allocation of Grant Proceeds

The total cost of the Project is approximately \$2,320,000 equivalent, including physical and price contingencies. The JFPR grant of \$2,000,000 equivalent will finance 86% of the total project cost. The remaining \$320,000, or 14%, will be provided through in-kind, cash and/or service contributions by the Government, together with aid agencies, NGOs, CBOs, and communities.² The executing agency (EA) finances the salaries of regular project staff, rental of office spaces, and taxes or duties.

The allocation of grant proceeds is shown in the Table 1 below.

Table 2: Categories, Amounts, and Percentage of Expenditures

Category	Amount of Grant Allocated in \$	Percentage of Expenditures
1. Civil Works	165,000	8
2. Equipments, Goods and Consumable Supplies	182,000	9
3. Training, Workshops, and Seminars	65,000	3
4. Consulting Services	497,000	25
5. Project Management, Monitoring and Evaluation	121,000	6
6. Other Project Inputs to contracting Institutions (TTCs/NGOs/CBOs)	906,000	46
7. Contingencies	64,000	3
Total	2,000,000	100

C. Achievements up to March 31, 2010

Table 3:

No.	Activity	Status
Component A: Post Harvest, Food Processing and Marketing		
1	One month phase 1 training of trainers for 20 TTC based Community development Specialists in food lab management and Pilot Project administration.	100%
2	Completion of training Manual for PHT including pull outs for Commune based training	100% (in Khmer)
3	Completion of Training Manual for Agri-marketing including pull outs for Commune based training	100% (in Khmer)
4	Complete training materials on Project Administration for TTCs	100%

² MoLVT will use its self-employment generation fund (SEGF), created under the Basic Skills Project (Loan 1368-CAM), to support trained beneficiaries. In addition, microfinance institutions will be contracted by TTCs to provide small business and micro-credit management training to Project beneficiaries.

5	Completion of Equipment lists for the 4 food labs	100%
6	Commence construction of Food labs	100%
7	Identification of possible trainers for Commune based training	50%
8	Training program designed for TOT of selected trainers	100%
9	Develop commune council involvement in monitoring.	60%
10	Printing/laminating of Commune training materials	50%
11	Translate Baseline into English and complete analysis	75%
12	Supervise the construction progress of the 3 PHT labs construction	100%
13	Complete procurement process for PHT labs equipment of the 4 facilities	100%
Component B: Skills Bridging		
14	Complete orientation of TTCs and NGO to training process	100%
15	Complete training of tutors in adult learning processes.	100% (phase 1)
16	Complete reporting templates for tutors and TTCs	100%
17	Hold curriculum development workshop with TTCs to build learning materials linked to agreed exit standards.	100%
18	Complete curriculum materials (TTCs)	100%
19	Contract and complete printing of learning materials	100% (phase 1)
20	Complete recruitment materials	60%
21	Implement recruitment strategy and meet targets	100%
22	Review all proposed training sites	100%
23	Commence training in February in all 3 Pilots	100%
24	Provide rapid support at commencement of training	100%
25	Develop enabling docs (DGT VET) for institutions to recruit graduates into Certificate programs	Not required
Component C-Capacity Building and Admin		
26	Improve capacity to complete quarterly reports	50%
27	Improve capacity in civil works administration	60%
28	Improve capacity in procurement	75%
29	Implement monitoring plan for Components A and B	100%
30	Build 3 teams (procurement, finance, civil works and begin training for Grant 178)	50%
31	Develop capacity of DGT VET staff counterparts in PHT and SB management	60%
32	Support Project Steering Committee meeting	100%

Table 4: Consultant activity during reporting period. (Till end of March 2010)

No.	Consultant Name	Work Days Available	Days Consumed	Days Remaining
	International			
1	T Norton	183	57	126
2	A Bamunuarachchi	132	111	21
3	R. Williams	122	83	39
	National			
4	Tung Sopheap	617	154	463
5	Huy Em	141	127	14
6	Choy Sun Ol	88	63	25
7	Ho Sovannka	280	135	145
8	Socheath Tong	264	112	152

Table 5: Planed Training and Capacity Building Workshops and Seminars

No.	Component	Target Group	Training Numbers	Total Training Days	Total Training Costs	Preparation	Training Location	Training Dates
1	3.3.3	Stakeholders Inception	40 20@\$25	1= 20	500	250	NTTI	Q3 2009
2	3.3.3	Stakeholders Mid term	40 20@\$25	1=20	500	250	NTTI	Q4 (MT) 2010
3	3.3.3	Stakeholders Project report	50@\$25	2=100	1,000	250	Hotel	Q2 2012
4	1.3.1	TTC PHT Trainers (14 TTC/DGTVET Staff)	8 @ \$25 PD	8x20= 160 days	4,000	\$ 1000	NPIC	Q2 2009
5	1.3.1	TTC PHT Trainers (14 TTC/DGTVET Staff)	8 @ \$25 PD	8x20= 160 days	4,000	\$ 1200	NPIC	Q1 2010
6	1.3.1	Commune Assistants (1 from each Commune)	44 @\$4 PD	20= 440 days	3,520	\$ 1500	TTC	Q2 2010
7	1.3.1	Commune Assistants (1 from each Commune)	44 @\$4 PD	20=440	3,520	\$ 1500	TTC	Q4 2010
8	1.3.1	TTC Directors/ DGTVET,PHT	10 @\$25 PD	5 = 50 days	1,250	0	NTTI	Q3 2009
9	2.3.1	TTC/NGO Bridge Managers, DGTVET	15 @ \$25 PD	10= 150 days	3,750	0	NTTI	Q1 2010
10	2.3.1	TTC/NGO Bridge Managers, DGTVET	15 @ \$25 PD	5 days	1,875	0	NTTI	Q1 2011
11	2.3.1	Curriculum/ Assessment Specialists	4@\$25	6X30= 180	18,000	\$1,500	NTTI	Q1 2010
12	2.3.1	Tutor Trainer Training plus 2 NTTI (From TTCs)	6@\$25	6X10= 60	9,000	\$2,000	NTTI	Q1 2010
Total					50,915	9,450		

2. Project Management, Audit, and Poverty Impact Assessment.

The focal person for this project has been identified in each of the participating institutions and Consultants and counterparts have met with the focal persons to provide training in project management. The baseline survey of the 44 communes involved in the PHT component has been completed and will be used as the basis for measuring the impact of the PHT training on completion of the project. The individual Learning Profile (ILP) baseline document for participants in the Skills Bridging component were completed as students commenced training and will be used to track the success rate of students as measured by the objectives they identified in the ILP (further study, job placement, self employment enhancement). Impact studies using the input of these two baseline studies will be completed to determine poverty impact.

D. Financial Progress

SOURCES AND USES OF FUNDS OF JFPR TILL END OF DECEMBER 2009

The statement of sources and uses of funds of JFPR till the end of the reporting period (31 December 2009) can be summarized as follows :

Table 6 : Sources of Funds for JFPR till 31 March, 2010

DESCRIPTION	2009 4 th Qtr	2010 1 st Qtr	TOTAL TILL 31 MAR 2009
Source of ADB Funds (USD)			
First Advance In I/A - W/A Appl B0001	200,000.00	-	200,000.00
TOTAL SOURCES OFFUNDS	200,000.00	-	200,000.00
Uses of Funds TVET (USD)			
Civil Work	-	-	-
Equipment and Supplies	1,886.72	24,228.60	26,115.32
Training Workshop and Seminars	2,782.50	22,261.29	25,043.79
Consulting Services	-	-	-
Project Management Monitoring and Evaluation	5,435.70	11,697.63	17,133.33
Other Project Inputs		8,086.62	8,086.62
TOTAL USES OF FUNDS	10,104.92	66,274.14	76,379.06
Cash in hand/Funds Available			
Cash in Bank	183,876.00	109,164.42	109,164.42
Cash in hand (Petty Cash)	480.08	456.52	456.52
TOTAL CASH IN HAND/FUNDS AVAILABLE	184,356.08	109,620.94	109,620.94
TOTAL CASH IN HAND/FUNDS AVAILABLE AND USES OF FUNDS	194,461.00	175,895.08	186,000.00

D. Status of Procurement

1. Recruitment of Consultants

All 5 Consultants have been recruited and fielded. The deployment schedule is shown in Table 18. . The days used/days remaining are shown in Table 4.

2. Post Harvest Technology and Food Processing

Civil Works

Three food labs are being constructed, one each on the campus of Kampot Institute of Polytechnics, Battambang Institute of Technology and Siem Reap Provincial Training Center. Renovation of space to create a food lab is required at NPIC. All site plans, construction drawings were completed as well as the cost estimates for the three food labs. After receiving No Objection to start the bidding process from ADB, the invitation for bids was advertised in local newspapers in English and in Khmer. The selling of bidding documents lasted for one month and the bids were opened on 29 January 2010. With the approval of the

Bank (March 4, 2010) the project awarded the contracts to the lowest responsive bidders and started the construction process mid March 2010.

Table 7: Civil Works Contract Awards

	Location	Contractor	Amount
1	Battambang	Sophal Holding Co	56,410.65
2	Kampot	Cade Group Co.	54,137.42
3	Siem Reap	Royal Mekong Construction	56,057.23
		Total	166,605.30

The STVET Grant (ADB Grant 178-CAM) proposed extensive construction on these three sites and it is important that the Labs not interfere with the larger project. The design and location of the 3 new Labs ensures that they will not interfere with the proposed construction under STVET.

A decision was made to locate the Battambang food lab to Prey Kon Kla rather than PIB because (i) of space issues at PIB and (ii) the development of a multi year campus plan for Battambang identifies PIB as the Business/ITC campus, BIT as the technology campus and Prey Kon Kla as the Agriculture and Food Technology Campus. As noted in the letter to ADB, this change will not affect civil or other project costs and will generally improve operations of the pilot.

An assessment has been completed to identify the most appropriate facilities at NPIC to be converted for shared use between catering/hospitality and a food processing lab. A second assessment has begun to develop a plan to use a science lab for both chemistry (existing) and food quality and hygiene testing and this will be completed early in the quarter. Drawings have been completed for a renovation of existing facilities to accommodate the new Food technology Activities.

At this time, the contracts for the 3 Food Labs exceed the budget by a total of \$1,605.00. There is no provision for the minor renovations at NPIC. A proposal will be made to ADB CARM for a reallocation of funds from other equipment accounts to cover these amounts. Adequate funds remain in other accounts for this purpose.

There was no financial provision for renovating space at NPIC or basic furnishing. This will be addressed in the next Quarter.

Equipment Procurement.

Equipment procurement lists have now been completed for the 4 Food Labs and prices are being established. It is intended that the priced lists will be sent to ADB for No Objection in this quarter. A key issue is to match the projected arrival of equipment with the completion of the labs and the deployment of consultants to ensure effective installation and Lab Manager familiarity with operations.

Arrangements with TTCs.

A listing of the selected Communes is attached in **Annex 1**. Workshops and individual visits by consultants to the TTCs have contributed to a growing understanding of the training and administrative requirements of this component. KIT, PIB/BIT, and Siem Reap were part of the ESDP II-VSTP project and thus understand the processes well. They are also very experienced in Community Participative Planning. NPIC has not been involved in these processes before but their proximity to Phnom Penh has made regular familiarization and on-on-one training an easy matter.

Planned Training

In PHT, there are 5 types of training planned.

Table 8: Planned Training

	Target Group	Location of Training	Timing of training	Number of Trainees	Trainers
1	TTC management and finance officers	Phnom Penh and in TTC	4 th Q, 2009 Site visits 1 st Q, 2010	20, 4 in each TTC and DGTVET staff	Tung Sopheap Paulet T. Norton
2	Food Lab Managers	Phnom Penh, Royal University of Agriculture and continuing in their TTCs (note 1)	1 st Q, 2010 1 st Q 2011	20, 4 from each TTC, and DGTVET staff	Arthur Bamunuarachchi Socheat Tong Huy Em Tung Sopheap
3	Trainers for Communes	At TTC sites	2 nd Q, 2010 2 nd Q, 2011	10 to 15 at each site	Socheat Tong Tung Sopheap
4	Commune Assistants	At TTC sites, Food Labs	3 rd Q, 2010 3 rd Q, 2010	44, 1 from each Commune	Socheat Tong Food Lab Managers
5	Commune Members	In Communes and at Food labs	3 rd Q, 2010 3 rd Q, 2011	3000 in 44 Communes over 4 Provinces	Trainers for Communes, Food Lab managers, Socheat Tong

Note 1: In the 1 month training at RUA, the Food Lab managers learned 5 processes for preserving food. (as well as basic food chemistry, food packaging and marketing) They implemented 1 example of each process as part of their training.

The purpose of the recent field visit was the next step in training; to have the trainees duplicate the process(es) in their own institution (transference) and then to apply at least 1 process to a vegetable or fruit locally available based on their Provinces growing-cycle.

This transfer of learning from a lab situation (RUA) to the institutional location is a vital step in learning. In TVET, students can learn to weld in the school, but doing it in their first job is a major challenge. Building self confidence in the Lab Managers was a very important next step in their learning. The trainees are asked not to experiment with new products until they can reliably duplicate in their own institution, each process they learned in the 1 month training at RUA.

There will be another series of training refreshers when the Food Labs open in June once again to make sure that the Food Lab managers skills and self confidence is ready to support the commune based training.

Curriculum

Post-Harvest Technology and Marketing consultants completed the master curriculum and training manuals in advance of the Training of Trainers programs (January 11-February 6, 2010). This same base curriculum will be used in part *for all other training in this component ((i) Commune Trainer Training, (ii) Commune Assistant Training, (iii) Commune Based Training) and so the bulk of the preparatory work is now done. As an example, Commune Assistants will learn the basic food processing/packaging and food hygiene techniques and Commune members will use basic recipes for preservation and basic packaging for market transport. Work continues to improve and add move drawings/pictures to the curriculum based on the Training of Trainers experience and input.

A more detailed operational plan was completed for the TTCs and this attached in **Annex 1**.

Imprest Accounts.

MEF will allow one imprest account per province so the Battambang account will be managed by PIB with BIT submitting invoices. While this adds a complexity in Battambang (Skills Bridging) where the funds must go to a bank account controlled by PIB rather than BIT, the funds transfer process has been developed and no difficulties should emerge because of the extra step. MEF does not permit imprest accounts in Phnom Penh and so NPIC will invoice the PCU directly.

Table 9: PHT Site Visits/Monitoring/Lab Manager Continuing Education

Site	Date	Activity	Description and out come
Kampot	04-06/03/10	1. Monitor impact of training 2. Provision of equipment for practicing 3. Initiation of practicing 4. Initiate development of training materials 5. Initiate commune interaction	-No activity started. Material given is being studied. -Equipment were handed over and commissioned. -Practicing commenced(soya milk and pickled vegetables(cabbage), rice wine -Initiate the fermented soy bean -Explained the processing technique for tamarind juice, then schedule them to do practice and report experimentally -Basic Instruction docs.(in English version) were handed in -Visited two cultivation sites (fruits and vegetables) Advised to keep on interacting through maturity of fruits(mangoes tin, Sour soup and Mango) harvesting and post harvest.
NPIC	11-12.03.10	1. Monitor impact of training 2. Provision of equipment for practicing 3. Initiation of practicing 4. Initiate development of training materials	-No activity started. Material given is being studied. -Equipment were handed over and commissioned. -Practicing commenced(soya milk, pickled vegetables) and rice wine -Explained them the Kim Chi processing, then scheduled them to practice and experimental report Guideline docs. for training material development were handed in
Battambang	15-17/03/10	1. Monitor impact of training 2. Provision of equipment for practicing 3. Initiation of practicing	No activity started. Material given is being studied. -Equipment were handed over and commissioned. -Practicing commenced(soya milk, pickled vegetables, wine, banana/potato chip and papaya/tomato jam) -Guide line docs. for training material development were handed

Seim Reap	18-20/03/10	1. Monitor impact of training 2. Provision of equipment for practicing 3. Initiation of practicing 4. Initiate development of training materials	No activity started. Material given is being studied. -Equipment were handed over and commissioned. -Practicing commenced(soya milk, pickled vegetables, wine, and vinegar) -Initiate new processing (chilli sauce) -Provided processing method of pineapple juice and scheduled them to practice and write report experimentally -Guide line docs. for training material development were handed
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An operational; plan was completed and is attached as **Annex 1**

3. Skills Bridging

There are no civil works and minimal procurement required in this component and there has been no activity in these areas.

Arrangements with TTCs.

The three pilot TTCs were visited in the last quarter to review SB tutor recruitment and training procedures, learning materials provision, financial management and various operation issues. Each of the three models is different and so the arrangements vary slightly in each.

Models for Providers of TVET Skills Bridging Programs (SB)

There are three models for the provision of the TVET Skills Bridging Program and providers are selected. See **Annex 2**

NTTI is the Phnom Penh based TVET Skills Bridging provider in this pilot program. The NTTI is a recognized and accredited provider of TVET programs recognized by the MOLVT.

Kampot Institute of Polytechnic (KIP) An RTC/PTC from one of the targeted provinces was seen to be advantageous as a Provider of a TVET Skills Bridging Program. The KIP has been nominated as a Provider as it is able to demonstrate that it is able to trial some programs at the commune level.

Battambang province is seen as an ideal province to pilot the TVET Skills Bridging Program with an NGO Provider and Don Bosco was selected. Don Bosco has a Training Center established in Battambang with space and with experienced staff.

The Battambang Institute of Technology (BIT) has been nominated as a partner in piloting the TVET Skills Bridging Program in Battambang Province. BIT will take on an administrative role in assisting Don Bosco with the program. The BIT will also assist as a link to DGTNET. The Don Bosco / BIT partnership is ideal in trialling an “NGO Provider” as suggested in the original concept for the TVET Skills Bridging program.

Table 10: Skills Bridging Training Schedules for the 3 TTCs

	Institution	Model	Number of Trainees	Training Structure
1	National Technical Training Institute	In the Institution with regular NTTI Staff	110 (60 F)	22 groups. Trainees meet for 3 hours 2 times each week on week day evenings. 17.30 hrs to 20.30 hrs
2	Kampot Institute of Technology	Commune based trainers organize classes in the Communes	165 (72 F)	27groups Trainees meet for 3 hours 2 days a week, mainly on Saturday and Sunday. Tutors arrange most convenient times with trainees
3	Battambang Institute of Technology	BIT contracts the training to an NGO (Bon Bosco)	124 (58 F)	24 groups in 12 locations, Trainees meet for 3 hours 2 days a week, mainly on Saturday and Sunday.

Achievement during this report period

Entry requirements to TVET certificate programs have been identified and were reviewed among stakeholders January 4-6, 2010, with final input on January 21, 2010 before conducting Skills Bridging.

Working models for SB have been updated and translated from English into Khmer. These models and their implications have been discussed with the nominated Providers. (NTTI, KIP and BIT)

Working models and cost estimates, based on the budget have been developed and are now implemented.

Training workshops have been completed to strengthen the curriculum and achieve agreement on content with the Providers in the previous Quarter.

A Tutors Manual for the Tutor training workshops was completed and used to train the SB leaders at the three sites who will then provide support and training to the Tutors as required. See Table.....

Monitoring reports indicate that in general, Training strategies being used are consistent with those proposed in the manual. See Table .11.

Skills Bridging Monitoring Reports, 1st Quarter, 2010

The following tables display the data on monitoring visits made by consultant led teams during the Quarter.

Table 11: Battambang Province: 9 - 11 February 2010

No.	SITE	DATE	ACTIVITY	DESCRIPTION AND OUTCOMES

1	Battambang BIT	Tuesday, 9 th February 2010	Meeting BIT director and deputy director	<ul style="list-style-type: none"> - The strategy of selecting trainers: the selection of 18 tutors from the 50 applications. - The strategy used to recruit trainees: an information flyer was circulated within the villages and communes. - Selection of training venues: the 124 trainees have been divided into 24 classes in 12 locations. Some attend classes at Don Bosco and some attend in Wats. - Training of Tutors: The tutors training conducted at BIT on 4th February 2010, with the session of 4 hours. There are 18 tutors (female = 6) were trained with the skills to be a tutor. The training with the presence of BIT director and Don Bosco representative father Leo. - By estimated from observation, about 40% of the total trainees dropout from grade 7th, and about 30% are grade 8th and another 30% are grade 9th.
2	Battambang, DonBosco School	Tuesday, 9 th February 2010	Visiting, Khmer class 2:00 – 4:00PM	<ul style="list-style-type: none"> - The group of five, there are four girls. Trainees are happy, they are informed that the materials provided will not get back. Very brief to the class about the goal and objective of Skills Bridging. - Trainees want to be an IT, graphic design and the boy wants to be an electrician.
3	Battambang, WAT Prapitheaream (Pagoda Prapitheaream)	Wednesday, 10 th February 2010	Visiting: 1. Math class, 6:00 – 7:00 AM	<ul style="list-style-type: none"> - The group of five, there are two girls. The trainees are also informed the same thing as previous class, about the materials provided. The monitoring team interviewed the trainees about the training, encourage the trainees to obtain a pass examination for extend to the TVET school.
4	Battambang, WAT Kandal (Pagoda Kandal)	Wednesday, 10 th February 2010	Visiting: 1. Khmer Class and 2. Chem 7:00 – 9:00 AM	The group of five, absent of one. There are two girls
5	Battambang, Chrey Kaong Village	Thursday, 11 th February 2010	Visiting: 1. Physics Class 7:00 – 8:00 AM 2. Chem Class 8:00 – 9:00 AM 3. Math Class 9:00 – 11:00	<p>The group of five. The first day of the class, located in Chrey Kaong villager, the class is in the kitchen of the house of villager (the owner, she is a Khmer tutor for this class).</p> <p>The classroom is too small, the team recommended DonBosco responsible for the class to the next place behind the same house, with training materials such as table and white board and roof shelf. The owner also agrees with her place behind the house.</p>

Team:

1. Rod Williams, Skills Bridging International Advisor
2. Mam Pich, Skills Bridging Counterpart
3. Sarika, Don Bosco Coordinator

4. Svay Chamrith, Deputy Director of BIT
5. Sovannka, Skills Bridging Advisor

Table 12: Kampot Province: 19th - 21th February 2010

Team:

No	SITE	DATE	ACTIVITY	DESCRIPTION AND OUTCOMES
1	Kampot Province KIP	Friday 19 th February 2010	Meeting 1. Technical Advisor 2. Director 3. CDSs	<ul style="list-style-type: none"> - The CDSs to recruit tutors. Most of the tutors are local teachers at school. The tutors' reactions were positive, they were happy to have the opportunity to earn some extra money close to their home. - The CDSs obtained lists of dropout students from MoEYS. The selected tutors contacted each student from their commune/village. There are about 165 trainees selected of which (55% =female) - Some classes are held in local schools (particularly on Saturday and Sunday) and others held in the houses of local villagers or local facilities. The students really appreciate the fact that classes are held close to their home. - Training of Tutors: The tutor training was conducted on 6th and 7th of February 2010 (there are two day sessions). There are 28 tutors (female = 4) were trained on the writing session plans, student attendance sheets, curriculum and administration processes. - By estimated from observation: about 70% of the total trainees are dropout from grade 9th and the rest in grade 8th.
2	Kampot Kampong Trach district, OPoPou village, OPoPou School	Friday 19 th February, 2010	Visiting three classes 1. Khmer : 13:00 – 15:00 2. Physics/ 3. Chem : 13:00 – 15:00	<ul style="list-style-type: none"> - There is one class at the O Po Pou local school, and another one is at O dor Mean Chey local school. - There is one class at the villager's house.

3	Kampot ChumKiri district Sre Samroang commune, Thlok Yol village,	Saturday 20 th February 2010	Visiting: 6 classes 1. Khmer (2) 2. Chemistry 3. Physic 4. Math (2), 7:00 – 10:00 AM Visiting 6 classes Khmer (2) 1. Physic 2. Chemistry 3. Math (2) 14:00 – 16:00 PM	- The classes are in the Prey Phley local school. 7:00 – 10:00 AM - The classes are in the Pothivong local school. 14:00 – 16:00 PM The reaction from the tutors and students has been extremely positive.
4	Kampot Dang Tung District, Kjeay Khangtbong commune, Trapeng Ang Dong village.	Sunday 21 th February 2010	Visiting 6 classes 1. ath (2) 2. Chemistry 3. Physics 4. Khmer (2) 8:00-11:00am	The classes are in the Rong Veng local school.
5	Kampot KIP	Sunday 21 th February 2010	Visiting: KIP Advisor KIP Director KIP CDSs	The KIP staff, tutors and students have been given positive feedback on the quality and professional present action of the teaching and training materials.

Team

1. Rod Williams, Skills Bridging International Advisor
2. .Nou Neath, KIP Technical Advisor
3. Chrun Kim Leng, KIP director
4. KIP CDS (Commune Development Specialists)
5. Sovannka, Skills Bridging Advisor

Table 13: NTTI: 2nd – 3rd March 2010

No	SITE	DATE	ACTIVITY	DESCRIPTION AND OUTCOMES
1	NTTI	Tuesday 2 March and Wednes day 3 March, 2010	Meeting 1. NTTI Director 2. NTTI Deputy Director 3. NTTI Deputy Director of Administ ration 4. Tutors	<p>There are 110 trainees of whom 65 are girls, about 20 glasses, all the classes start from 5:30 – 8:30 PM through Monday to Saturday.</p> <ul style="list-style-type: none"> • 40 trainees (31 girls), 8 classes started on 2 February 2010 • 20 trainees (15 girls), 4 classes started on 12 February 2010 • 20 trainees (7 girls), 4 classes started on 18 February 2010 • 10 trainees (8 girls), 2 classes started on 22 February 2010 • 20 trainees (4 girls), 2 classes started on 3 March 2010 <p>There are 8 tutors:</p> <ul style="list-style-type: none"> 4 - mathematics subject; 2 - physic and chemistry subject; 2 - khmer language subject. <p>8 classes visited, in which two classes that each class has 10 students with two. NTTI pilots this team teaching method, because NTTI realizes the training room is big.</p> <p>By estimated about more than half of trainees were dropouts from grade 9th (about 60%) sit in SB classes at NTTI.</p> <p>NTTI endorsed the idea of intensive program and consider to be a good program.</p>

Comment The deputy director raised the issue of selected students. He prefers to use CBOs to subcontract some group of students from NTTI for the next program.

Team:

1. Sovannka, National Skills Bridging Advisor
2. Chhar Khemarin, NTTI Deputy Director of Administration

4. Capacity Building

A continuing focus is to use the JFPR as a preparatory opportunity for the management and administration of the forthcoming ADB STVET grant. Key issues are the development of effective teams for procurement, finance and civil works. The process of developing the teams further is underway and good progress is being made as accountabilities within DGTVET are clarified.

There has been a noticeable acceleration in the decision making process related to the Project within DGT VET and the links between the PCU and the project appear to be more clear.

A continuing task in capacity building is to assist the TTCs to become increasingly demand driven; that is to respond to the requests of communities and local industry for skills. In the typical top down Government training model, this takes time but progress is being made. Increasing proportions of TTC budgets are being met by earned income and this project will accelerate that as it is an incentive based model. TTCs receive frequent support from project consultants in completing community training needs analysis and designing training to meet this need.

5. Equipment and Facilities

Procurement of office equipment is completed and equipment installed.

Office facilities are working well with a full communications suite in place.

Provision of Internet has been upgraded.

6. Input and Supplies

All required supplies for the office are being provided through the project budget.

E. Work Program for Next Quarter

The Work Program for the Project is shown in Table 8. There are no planned changes to the program outlined for the 1st Quarter of 2010 (Year 2). Table 8 shows the Priority activities for the 1st Quarter

Table 14: Priority Activities for 2nd Quarter 2010

Component	Planned Activity in 2nd Quarter, 2010
A-PHT	
1	Assist 20 trainers to introduce basic food technologies in their home institutions.
2	Field visit to each institution to continue trainer Training and to orient training to specific products based on agriculture/market in each of 44 Communes
3	Printing and distribution of Training Manual for Agri-marketing including pull outs for Commune based training
4	Provide project administration training for TTCs using new materials
5	Initiate and monitor/supervise construction
6	Supervise installation of equipment if food labs
7	Complete food lab (3) construction
8	Provide any required training for Commune trainers.
9	Meet Commune Councils and review training plan
10	Revise budget to accommodate NPIC renovations and equipment needs
11	Write and distribute baseline study report
12	Supervise the renovation of the NPIC food lab
13	Inspect construction/renovation and accept new facilities
14	Expand links with small food processors in 4 Provinces/Phnom Penh
B- SB	
15	Monitor skill bridging training process in the 3 TTCs
16	Provide support to TTCs and Tutors and resolve any issues on

	monitoring visits
17	Collect and do basic data analysis on ILP forms from trainees
18	Implement reporting templates for tutors and TTCs
19	Hold entry test item development workshop with NTTI and selected TVET certificate teachers from TTCs
20	Develop test item bank (TTCs)
21	Begin to review and update learning materials
22	Assess effectiveness of recruitment strategy and revise as required
23	Develop 6 week Intensive program with TTCs
24	Complete interim assessment of models.
25	Plan stakeholder workshop to review process and to determine interest in expanding SB to more TTCs.
26	Develop certificate format
C-Capacity and Admin	
27	Improve capacity to complete quarterly reports
28	Improve capacity in civil works administration and construction supervision
29	Improve capacity in procurement
30	Continue implementing monitoring plan for Components A and B
31	Build 3 teams (procurement, finance, civil works and begin training for Grant 178) Strengthen capacity of TTCs to orient and train new TTCs if programs expanded
32	Support Project Steering Committee meeting
33	Develop proposal for expansion of both PHT and SB to new sites.

Appendix: 1

1. Utilization of JFPR Funds

**Table 15: 6 Month Budget Estimate by Expenditure Categories
(September 2009 to February 2010)**

Cat. No.	Expenditures by Categories	Allocation	Requested Amount	Balance
1	Civil Works	165,000	65,000	100,000
2	Equipment & Supplies	182,000	113,600	68,400
3	Training Workshops and Seminars	65,000	18,000	47,000
4	Consulting Services	497,000	-	497,000
5	Project Management Monitoring and Evaluation	121,000	16,200	104,800
6	Other Project Inputs	906,000	67,300	838,700
7	Contingency	64,000	-	64,000
Subtotal JFPR Grant Financed		2,000,000	280,100	1,719,900
Government contribution		200,000		
Other Sources (Aid agency, NGOs, community-based organizations, community contribution)		120,000		
TOTAL PROJECT COSTS		2,320,000		

1. The estimate of expenditures is based on the workplan and procurement plan approved by ADB on 31 August 2009.

2. A separate estimate of expenditure sheet should be used for each component.

Table 16: 6 Months Cost Estimate (Detailed Cost Table)
(September 2009 to February 2010)

Code	Grant Components Inputs/Expenditure category	Allocation	Sep-09	Oct-09	Nov-09	Dec-09	Jan-10	Feb-10	Requested Amount	Balance		
1.1	Civil Works	165,000	-	-	-	20,000	25,000	20,000	65,000	100,000		
1.1.1	Building food safety testing facilities (maximum 200 square meters)	165,000	-	-	-	20,000	25,000	20,000	64,600	33,400		
1.2	Equipment, Goods, and Consumable Supplies	98,000	-	-	5,000	54,600	5,000	-				
1.2.1	Equipment for labs	80,000	-	-	5,000	45,000	5,000	-				
1.2.2	Motorcycle vehicles (for community development specialists and community monitoring)	9,600	-	-	-	9,600	-	-				
1.2.3	Office supplies and materials	8,400	-	-	-	-	-	-				
1.3	Training, Workshop, and Seminars	15,000	-	-	-	-	-	-			-	15,000
1.3.1	Training/workshop for TTCs, NGOs, CBOs, Commune Councils, and seminars	15,000	-	-	-	-	-	-			-	-
1.4	Consulting Services	139,000	-	-	-	-	-	-			-	139,000
1.4.1	Civil works specialist (N)	9,000	-	-	-	-	-	-			-	-
1.4.2	Post-harvest technology specialist	90,000	-	-	-	-	-	-			-	-
1.4.3	Post-harvest technology specialist (N)	16,800	-	-	-	-	-	-			-	-
1.4.4	Post-harvest technology marketing specialist (N)	12,000	-	-	-	-	-	-			-	-
1.4.5	Travel and per diem for consulting services (include international roundtrip flight)	11,200	-	-	-	-	-	-			-	-
1.5	Project Management and Coordination	8,000	-	-	-	-	300	300			600	7,400
1.5.1	Community project management and monitoring support	8,000	-	-	-	-	300	300			-	-
1.5.2	TTC director (EA counterpart staff)	-	-	-	-	-	-	-			-	-
1.5.3	TTC' coordinator (EA counterpart staff)	-	-	-	-	-	-	-	-	-		
1.5.4	M&E, MIS officer (EA counterpart staff)	-	-	-	-	-	-	-	-	-		
1.5.5	Electricity and water bills	-	-	-	-	-	-	-	-	-		
1.6	Other Project Inputs to Contracting Institutions	730,000	-	-	-	-	26,650	26,650	53,300	676,700		
1.6.1	TTCs to implement PHT skills development grants	720,000	-	-	-	-	26,650	26,650	-	-		
1.6.2	Curriculum printing and translation	10,000	-	-	-	-	-	-	-	-		
Total		1,155,000								183,500	971,500	
Percentage of Expenditures Amount eligible for JFPR Financing Amount Requested										183,500	971,500	

**Table 17: 6 Months Cost Estimate (Detailed Cost Table)
(September 2009 to February 2010)**

JFPR Grant Assistance No.: 9133-CAM								Date: Sep 09			
Component B: Pilot Testing of Technical Vocational Education and Training Skills Bridging Program								Estimate Sheet No.: 02			
Application No. 00001											
Item No.	Inputs/Expenditure category	Grant Components	Allocation	Sep-09	Oct-09	Nov-09	Dec-09	Jan-10	Feb-10	Requested Amount	Balance
2.1	Civil Works		-	-	-	-	-	-	-	-	-
2.2	Equipment, Goods, and Consumable Supplies		44,000	-	-	6,000	5,000	2,000	-	13,000	31,000
2.2.1	Equipment for TVET skills testing		36,000	-	-	6,000	5,000	2,000	-		
2.2.2	Office supplies and materials		8,000	-	-	-	-	-	-		
2.3	Training, Workshop, and Seminars		15,000	-	-	3,000	-	3,000	-	6,000	9,000
2.3.1	Training and, or workshop for TTCs, NGOs, CBOs, commune councils, and seminars		15,000	-	-	3,000	-	3,000	-		
2.4	Consulting Services		117,000	-	-	-	-	-	-	-	117,000
2.4.1	TVET skills bridging specialist		90,000	-	-	-	-	-	-		
2.4.2	TVET skills bridging specialist (N)		16,800	-	-	-	-	-	-		
2.4.3	Travel and per diem for consulting services (include international roundtrip flight)		10,200	-	-	-	-	-	-		
2.5	Project Management and Coordination		8,000	-	-	-	-	300	300	600	7,400
2.5.1	Community project management and monitoring support		8,000	-	-	-	-	300	300		
2.5.2	TTC contract officer (EA counterpart staff)		-	-	-	-	-	-	-		
2.5.3	TTC cashier (EA counterpart staff)		-	-	-	-	-	-	-		
2.5.4	M&E, MIS assistant (EA counterpart staff)		-	-	-	-	-	-	-		
2.5.5	Electricity and water bills		-	-	-	-	-	-	-		
2.6	Other Project Inputs to Contracting Institutions		176,000	-	-	-	-	7,000	7,000	14,000	162,000
2.6.1	NGOs and CBOs to implement TVET skills bridging grants (2 months)		168,000	-	-	-	-	7,000	7,000		
2.6.2	Curriculum printing and translation		8,000	-	-	-	-	-	-		
Total			360,000							33,600	326,400
Percentage of Expenditures											
Amount eligible for JFPR Financing											
Amount Requested			360,000							33,600	326,400

6-Month Cost Estimate (Detailed Cost Table)
(September 2009 to February 2010)

JFPR Grant Assistance No.: 9133-CAM										Date: Sep 09	
Component A: Pilot Testing of Post-Harvest Technology Skills Development										Estimate Sheet No.: 01	
Application No. 00001											
Code	Inputs/Expenditure category	Grant Components	Allocation	Sep-09	Oct-09	Nov-09	Dec-09	Jan-10	Feb-10	Requested Amount	Balance
1.1	Civil Works		165,000	-	-	-	20,000	25,000	20,000	65,000	100,000
1.1.1	Building food safety testing facilities (maximum 200 square meters)		165,000	-	-	-	20,000	25,000	20,000		
1.2	Equipment, Goods, and Consumable Supplies		98,000	-	-	5,000	54,600	5,000	-	64,600	33,400
1.2.1	Equipment for labs		80,000	-	-	5,000	45,000	5,000	-		
1.2.2	Motorcycle vehicles (for community development specialists and community monitoring)		9,600	-	-	-	9,600	-	-		
1.2.3	Office supplies and materials		8,400	-	-	-	-	-	-		
1.3	Training, Workshop, and Seminars		15,000	-	-	-	-	-	-	-	15,000
1.3.1	Training/workshop for TTCs, NGOs, CBOs, Commune Councils, and seminars		15,000	-	-	-	-	-	-		
1.4	Consulting Services		139,000	-	-	-	-	-	-	-	139,000
1.4.1	Civil works specialist (N)		9,000	-	-	-	-	-	-		
1.4.2	Post-harvest technology specialist		90,000	-	-	-	-	-	-		
1.4.3	Post-harvest technology specialist (N)		16,800	-	-	-	-	-	-		
1.4.4	Post-harvest technology marketing specialist (N)		12,000	-	-	-	-	-	-		
1.4.5	Travel and per diem for consulting services (include international roundtrip flight)		11,200	-	-	-	-	-	-		
1.5	Project Management and Coordination		8,000	-	-	-	-	300	300	600	7,400
1.5.1	Community project management and monitoring support		8,000	-	-	-	-	300	300		
1.5.2	TTC director (EA counterpart staff)		-	-	-	-	-	-	-		
1.5.3	TTC' coordinator (EA counterpart staff)		-	-	-	-	-	-	-		
1.5.4	M&E, MIS officer (EA counterpart staff)		-	-	-	-	-	-	-		
1.5.5	Electricity and water bills		-	-	-	-	-	-	-		
1.6	Other Project Inputs to Contracting Institutions		730,000	-	-	-	-	26,650	26,650	53,300	676,700
1.6.1	TTCs to implement PHT skills development grants		720,000	-	-	-	-	26,650	26,650		
1.6.2	Curriculum printing and translation		10,000	-	-	-	-	-	-		
Total			1,155,000							183,500	971,500
Percentage of Expenditures											
Amount eligible for JFPR Financing											
Amount Requested										183,500	971,500

6-Month Cost Estimate (Detailed Cost Table)
(September 2009 to February 2010)

JFPR Grant Assistance No.: 9133-CAM

Date: Sep 09

Component B: Pilot Testing of Technical Vocational Education and Training Skills Bridging Program

Estimate Sheet No.: 02

Application No. 00001

Item No.	Inputs/Expenditure category	Grant Components	Allocation	Sep-09	Oct-09	Nov-09	Dec-09	Jan-10	Feb-10	Requested Amount	Balance
2.1	Civil Works		-	-	-	-	-	-	-	-	-
2.2	Equipment, Goods, and Consumable Supplies		44,000	-	-	6,000	5,000	2,000	-	13,000	31,000
2.2.1	Equipment for TVET skills testing		36,000	-	-	6,000	5,000	2,000	-		
2.2.2	Office supplies and materials		8,000	-	-	-	-	-	-		
2.3	Training, Workshop, and Seminars		15,000	-	-	3,000	-	3,000	-	6,000	9,000
2.3.1	Training and, or workshop for TTCs, NGOs, CBOs, commune councils, and seminars		15,000	-	-	3,000	-	3,000	-		
2.4	Consulting Services		117,000	-	-	-	-	-	-	-	117,000
2.4.1	TVET skills bridging specialist		90,000	-	-	-	-	-	-		
2.4.2	TVET skills bridging specialist (N)		16,800	-	-	-	-	-	-		
2.4.3	Travel and per diem for consulting services (include international roundtrip flight)		10,200	-	-	-	-	-	-		
2.5	Project Management and Coordination		8,000	-	-	-	-	300	300	600	7,400
2.5.1	Community project management and monitoring support		8,000	-	-	-	-	300	300		
2.5.2	TTC contract officer (EA counterpart staff)		-	-	-	-	-	-	-		
2.5.3	TTC cashier (EA counterpart staff)		-	-	-	-	-	-	-		
2.5.4	M&E, MIS assistant (EA counterpart staff)		-	-	-	-	-	-	-		
2.5.5	Electricity and water bills		-	-	-	-	-	-	-		
2.6	Other Project Inputs to Contracting Institutions		176,000	-	-	-	-	7,000	7,000	14,000	162,000
2.6.1	NGOs and CBOs to implement TVET skills bridging grants (2 months)		168,000	-	-	-	-	7,000	7,000		
2.6.2	Curriculum printing and translation		8,000	-	-	-	-	-	-		
Total			360,000							33,600	326,400
Percentage of Expenditures											
Amount eligible for JFPR Financing											
Amount Requested			360,000							33,600	326,400

6-Month Cost Estimate (Detailed Cost Table)
(September 2009 to February 2010)

JFPR Grant Assistance No.: 9133-CAM								Date: Sep 09			
Component C: Capacity Building and Project Management and Monitoring								Estimate Sheet No.: 03			
Application No. 00001											
Item No.	Inputs/Expenditure category	Grant Components	Allocation	Sep-09	Oct-09	Nov-09	Dec-09	Jan-10	Feb-10	Requested Amount	Balance
3.1	Civil Works		-	-	-	-	-	-	-	-	-
3.2	Equipment, Goods, and Consumable Supplies		40,000.00	-	-	6,000.00	25,000.00	5,000.00	-	36,000.00	4,000.00
3.2.1	Office supplies and materials for DGTVET		40,000.00	-	-	6,000.00	25,000.00	5,000.00	-	-	-
3.3	Training, Workshop, and Seminars		35,000.00	-	3,000.00	6,000.00	3,000.00	-	-	12,000.00	23,000.00
3.3.1	Training, workshop, seminar, meeting		10,000.00	-	3,000.00	6,000.00	3,000.00	-	-	-	-
3.3.2	Annual workshop on good lessons		10,000.00	-	-	-	-	-	-	-	-
3.3.3	Annual information dissemination on good practices and policy dialogue		15,000.00	-	-	-	-	-	-	-	-
3.4	Consulting Services		241,000.00	-	-	-	-	-	-	-	241,000.00
3.4.1	TVET institutional and policy development, and community capacity building specialist (TL)		162,000.00	-	-	-	-	-	-	-	-
3.4.2	TVET institutional development, and community capacity building specialist (DTL) (N)		54,000.00	-	-	-	-	-	-	-	-
3.4.3	Travel and per diem for consulting services (include international roundtrip flights)		25,000.00	-	-	-	-	-	-	-	-
3.5	Project Management and Coordination		105,000.00	1,000.00	2,000.00	2,000.00	2,000.00	4,000.00	4,000.00	15,000.00	90,000.00
3.5.1	DGTVET project management, monitoring and coordination		40,000.00	1,000.00	2,000.00	2,000.00	2,000.00	4,000.00	4,000.00	-	-
3.5.2	Project director (EA counterpart staff)		-	-	-	-	-	-	-	-	-
3.5.3	Project manager (EA counterpart staff)		-	-	-	-	-	-	-	-	-
3.5.4	Accounting/procurement officer (EA staff)		-	-	-	-	-	-	-	-	-
3.5.5	M&E, MIS officer (EA counterpart staff)		-	-	-	-	-	-	-	-	-
3.5.6	Secretary (EA counterpart staff)		-	-	-	-	-	-	-	-	-
3.5.7	Cleaner (EA counterpart staff)		-	-	-	-	-	-	-	-	-
3.5.8	Electricity and water bills		-	-	-	-	-	-	-	-	-
3.5.9	Baseline survey, PHT/TVET needs assessments and project impact evaluation		20,000.00	-	-	-	-	-	-	-	-
3.5.10	External financial audit		45,000.00	-	-	-	-	-	-	-	-
3.6	Other Project Inputs to Contracting Institutions		-	-	-	-	-	-	-	-	-
Total			421,000.00							63,000.00	358,000.00
Percentage of Expenditures											
Amount eligible for JFPR Financing											
Amount Requested			421,000.00							63,000.00	358,000.00

2. Imprest Account Statement

The Imprest Account was opened September 30, 2009.

3. Procurement Program

Civil Works. The 3 Food labs are now in the construction phase and may be completed by mid July, about 1 month later than the original plan. Will be completed in this Quarter and tendered in the next Quarter. These delays will not affect the timing of beginning the first phase of Commune based training.

Equipment lists have now been completed for all required equipment. The enhanced equipment package for NPIC has received the ADB "No Objection" letter and will proceed to coincide with the completion of the Food Lab renovations

4. Link with Associated Project

The post harvest technology-food processing component of this project uses the analysis of the outcomes of the ESDP II-TVET-VSTP activity as the design basis. In a survey of 4426 VSTP graduate trainees there was a frequently cited concern in how to manage the surplus agricultural produce that resulted for much greater efficiencies resulting from training. The project will pilot various strategies in food processing to determine which can be added to the battery of options available to communes in the expanded VSTP program to be offered in all Provinces in the proposed TVET I Grant. Early results from this project will be available in the second quarter of 2010 to coincide with the implementation of this Project.

Developing a bridging mechanism to help students gain entry to TVET certificate programming is a priority. The proposed TVET 1 Grant has a planned expansion of the TVET system at the certificate/diploma level and whereas the number of grade 12 graduates eligible for entry to higher education is substantial, there is a significant shortage of eligible grade 9 graduates for the certificate courses. Many graduates of TVET short courses are unable to proceed to TVET certificate courses which require grade 9 certificates for entrance. Entry level TVET is largely a dead-end because of this.

Each year an estimated 90,000 young people leave school without achieving a grade 9 certificate. Although the available pool of applicants for TVET certificate courses appears to be large, this reality is quite different.

Bridging programs have a very mixed history of success and failure in Asia. This project will test out a wide variety of bridging mechanisms and methodologies and after analysis of the outcomes, feed a preferred model to the proposed Grant program to be employed by both the PTCs and the new Regional Colleges to extend access to TVET certificate training.

ILO is providing assistance to match job seekers with employers seeking skilled staff. A key element of this is to assist applicants without skills to master those skills. The project will coordinate with the ILO project to ensure that where grade 9 equivalency is required, ILO registrants can access the project Skills Bridging activities.

5.. Schedule of Deployment of Experts and Consultants

The deployment schedule is shown in Table 8

Table 19: Quarterly Implementation Schedule

No	Outputs	Year 1 2009		Year 2 2010				Year 3 2011				Year 4 2012	
		3	4	1	2	3	4	1	2	3	4	1	2
1	Output 1: PHT Skills Development Program successfully pilot tested in 4 project locations												
1.1	Conduct PHT Needs assessment in targeted provinces (Month1)												
1.1.1	Complete baseline study of participants												
1.1.2	Complete harvest cycle chart for each Commune												
1.1.3	Complete TENA for each Commune												
1.1.4	Complete market opportunities assessment for PH for 4 Provinces and 44 Communes												
1.1.5	Identify Packaging suppliers/prices												
1.1.6	Identify possible exporters												
1.1.7	Design and implement financial management and contract management training for TTC Post Harvest Development Grant management .												
1.1.8	Design and implement TTC training program for TTC Directors, CDS, DGTVET												
1.1.9	Design annual workplan for each TTC												
1.1.10	Endorse PHT Workplan												
1.2	Develop, review and print curriculum, learning materials, and handbooks based on PHT needs assessment (Month1-3)												
1.3	Construct 3 food safety testing buildings in 3 TTCs and upgrade 1 food safety testing building in NPIC												
1.3.1	Develop test procedures/protocols for labs												
1.3.2	Train TTC, Food Lab CDOs												
1.3.3	Select/Train 44 Commune assistants												
1.4	Identify required training equipment for Commune												
1.4.1	Identify required training equipment for Commune												
1.4.2	Complete contracting with TTCs												
1.4.3	Commence Commune PHT												
1.4.4	Identify required training equipment for TTC Labs												
1.4.5	Procure required equipment												
1.5	Commence Commune operations												
1.6	Commence TTC Lab operations												
1.7	Develop trade show format/PP and local												
2	Output 2: TVET Skills Bridging												

	Program successfully pilot tested in 3 target locations																		
2.1	Develop learning materials for the TVET Skills Bridging Program																		
2.1.1	Identify entry level requirements/Math Gr 9 equiv																		
2.1.2	Identify entry level requirements/Sci. Gr 9 equiv																		
2.1.3	Identify entry level requirements. Khmer. Gr 9 equiv																		
2.1.4	Identify study skills/employability skills																		
2.1.5	Identify alternate training strategies for pilots																		
2.1.6	Develop entry agreement with TVET Institutions for acceptance of TVET Skills Bridging graduates																		
2.1.7	Develop prakas for acceptance of TVET Skills Bridging graduates into TVET certificate courses																		
2.1.7	Assessment of Curriculum and adjustment																		
2.1.8	Develop Bridge baseline study doc																		
2.1.9	Prepare TVET bridging program, submit for approval and issue prakas (Ministerial order) for implementation - Consistent with NTQF																		
2.2	Develop EO/RFP/Contracts for providers																		
2.2.1	Nominate institutions as Providers for Stage 1 of TVET Skills Bridging Program (NTTI and a PTC/RTC)																		
2.2.2	Identify selection criteria and procedures for a NGO Provider																		
2.2.3	Develop recruitment strategies for potential TVET Skills Bridging students																		
2.2.4	Train Providers on procedures for the administration of the TVET Skills Bridging Grant																		
2.2.5	Support the Providers and monitor the implementation of the TVET Skills Bridging Grant																		
2.3	Develop and or review and print TVET skills curriculum and learning materials																		
2.3.1	Develop and test standards assessment instrument and submit for approval, and issue prakas (Ministerial order) for implementation																		
2.4	Develop and endorse TVET skills bridging plan																		
2.5	Start Pilot 1 and 2– TVET Skills Bridging Program (NTTI and PTC)																		
2.5.1	Monitor and support the TVET Skills Bridging Programs																		

2.6	Start Pilot 3 – TVET Skills Bridging Program (NGO)													
2.6.1	Monitor and support the TVET Skills Bridging Program													
3	Output 3: DGTJET effectively managing implementation project													
3.1	Recruit consultants in the first 2 months of project implementation													
3.2	Produce grant implementation manual, submit for approval and endorse in first quarter of project implementation													
3.3	Provide capacity building to staff of DGTJET and TTCs and contracting CBOs and NGOs													
3.4	Prepare procurement plans and documentations for ADB approval in the second quarter													
3.5	Submit semi annual progress reports between 2009-2012													
3.6	Submit external financial audit reports													
3.7	Conduct annual participatory dialogue and lesson learned sharing among Government and stakeholders													
3.8	Submit the approved exit strategies for TTCs and DGTJET to MOLVT and ADB within 3 months of project completion													
3.9	Produce independent poverty impact assessment-within 3 months of project completion													

CDS =Community Development Specialist, CBOs = Community-Based Organizations, DGTJET = Directorate General Technical Vocational Education and Training, Gr = Grade, NPIC = National Polytechnic Institute of Cambodia , NTQF = National TVET Qualification Framework, PHT = Post Harvest Technology, Sci = Science, TENA = Training and Employment Needs Assessment, TTC = Technical Training centre, TVET = Technical Vocational Education and Training

Annex 1:

Table 20: 44 COMMUNES SELECTED FOR PILOTING OF JFPR

Battambang, Kampot, Siem Reap Province, and NPIC (Phnom Penh)

No.	Name of Districts	Name of Communes	Distance(Km)
1. Polytechnic Institute of Battambang Province (PIB)			
1	Sangkae	Anlong Vil	3
2	Bavel	Bavel	52
3	Banan	Chheu Teal	15
4	Moung	Moung	46
5	Sangkae	O Dambang Muoy	5
6	Sangkae	O Dambang Py	6
7	Thmar Kol	Otaky	12
8	Ek Phnum	Peam Ek	8
9	Ek Phnum	Prek Khpob	12
10	Ek Phnum	Samrong Knong	9
11	Thmar Kol	Ta Meum	29
12	Sangkae	Voat Ta Muem	9
6 Districts		12 Communes	
2. Kampot Institute of Polytechnic (KIP)			
1	Kampot Town	Andoung Khmer	3
2	Chhouk	Boeng Nimol	35
3	Kampong Trach	Boeng Sala Khang Tbound	50
4	Chhouk	Chhouk	42
5	Angkor Chey	Dambok Khpos	72
6	Kampong Trach	Damnak Kantuot Khang Cheung	48
7	Kampong Trach	Kampong Trach Khang Lech	38
8	Tek Chhou	Kandaul	14
9	Tek Chhou	Koun Satv	8
10	Angkor Chey	Phnum Kong	71
11	Tek Chhou	Prey Thnang	15
12	Chhouk	Satv Pong	52
13	Tek Chhou	Thmey	8
14	Chhouk	Tramaeng	47
15	Banteay Meas	Tuk Meas Khang Lech	54
6 Districts		15 Communes	
3. Siem Reap Provincial Training Center (SPTC)			
1	Siem Reap	Chreav	15
2	Soutrnikum	Damdek	35
3	Soutrnikum	Kampong Khleang	47
4	Prasat Bakong	Kandek	8
5	Prasat Bakong	Kantreang	18
6	Soutrnikum	Khar Pou	26
7	Puok	Khnat	14
8	Soutrnikum	Kien Sangae	37
9	Siem Reap	Krabeiriel	15
10	Prasat Bakong	Mean Chey	25
11	Soutrnikum	Samraong	40
12	Chikreng	Sangvoeuy	45

5 Districts		12 Communes	
4. National Polytechnic Institute of Cambodia (NPIC)			
1	Kien Svay	Kampong Svay	45
2	Mukh Kampul	Kaoh Dach	42
3	Kien Svay	Phum Thum	55
4	S'ang	Preaek Koy	56
5	S'ang	Svay Rolum	41
3 Districts		5 Communes	
Total: 20 Districts		44 Communes	

Annex 2:

ADB-JFPR 9133, October 16, 2009, Revised March 17, 2010 Summary of Skills Bridging Pilots

A. General

1. The project will develop a minimum of 3 pilot activities to evaluate the effectiveness of 3 skills bridging models in the Cambodian context. The objective of all models is to bring trainees up to the entry standard required for DGTVET certificate programs in mathematics, science, Khmer, study skills and employability skills. These pilots will train a minimum of 700 students.
2. Any trainee who does not succeed in meeting the entry test requirement for certificate programs even after the additional tutorial period (2 weeks) and the writing of a second test, will still be deemed a student for financial purposes and may be counted by the TTC.
3. Each pilot will be managed by a DGTVET institution that has certificate programs in which it can register SB graduates.
4. Each model will train a minimum of 233 students over 2 years. Provision is made for 168 hours of training per trainee. The trainee target can be exceeded but NOT the budget.
5. Each of the 3 Target Training Centers (TTC) and their training providers in Models 2 and 3 will receive required training in project budget management activity monitoring and general performance reporting.
6. The project will provide a training session for Tutors in the TTC for each model.
7. Curriculum will be set centrally under NTTI leadership.
8. Final assessment testing will be developed by NTTI and teaching staff from the TTCs so that there is a complete correlation between student achievement and the entry requirements of the certificate programs.
9. Provision is made for a total training cost of \$172.00 per trainee. However if the planned number of trainees is exceeded (700) the unit cost will be reduced.
10. There is a small budget available for learning equipment to ensure the technology orientation of the training.
11. There is budget provision of \$44,000 for each of the 4 pilots, \$40,000 of which goes to each lead institution to directly support the training. A funds-flow model has been developed to transfer funds to the TTCs in Models 2 and 3. Budget is incentive based. (meeting milestones) and will be distributed based on real costs as shown in invoices submitted to the PCU.
12. The Center (PCU) will be allocated \$ 4,000. over the project period to cover monitoring, provision of transport, communications costs and general management services including financial services.
13. TTC accounts will be backfilled every three months based on costs incurred by the TTCs which may not exceed \$20,000 per year. The existing ESDP II, VSTP financial mechanism will be used.
14. The first round of training will take place between February 2010 and August 2010.
15. Performance Assessment will take place in the third week of September 2010. There will be a second test in the 4th week of September for trainees not successful in the first assessment. Tests will be set by the consulting team.
16. There will be a review of the first phase of the program on its completion with adjustments made as required.

17. There will be an assessment of the 3 models in the 2nd Quarter of 2012 with recommendation.

B. Criteria for Selection of Communes and Trainees in Skills Bridging Program (GIM)

“Trainees from Communes within the regular service area of the selected institutions/organizations are eligible for inclusion in the bridging program. Trainees will meet the following minimum requirements: (i) have completed grade 7 or be able to read and write at the equivalent level of a grade 7 graduate (ii) have been out of school for at least one school year, (iii) be 16 years of age or older. (iii) be sufficiently motivated, in the judgement of the selectors to complete the program, (iv) live close enough to the bridging tutorial center to be able to easily participate in the program without additional travel expense. (v) give evidence of sufficient family support in the provision of food to sustain them during the bridging period, (vi) express an interest in further training on completion of the bridging at a Regional Center or other recognised training institution”.

C. Center Based Model-NTTI

C 1: Model 1- NTTI, 220 Trainees over 2 years. Institution recruits students for 3 hours a night, 2 nights a week for 28 weeks (168 hours) to take regular tutorials. Integrates some basic technology into SB materials to link academic learning to applied technology. Offers intro to computers (basic literacy) as well as Measurement in Technology, (Math) Technology Basics (Science), Technical Reporting (Khmer) and a module Employability Skills.

C. NTTI may receive up to \$40,000 (\$20,000 per year) to cover all costs of the 2 year SB program.

1. Of this, there is a maximum of \$25,043 available to pay Tutors. (hourly fee plus incentive for trainee success)
2. Each class will have a minimum 5 students but no more than 7
3. NTTI may have up to 46 classes (over 2 years)
4. A provision is made within the \$40,000 TTC allocation for teaching materials and supplies other than basic curriculum materials. This is based on \$1.00 per student week to be paid to the TTC based on actual enrolment.
5. NTTI hires the Tutors and pays them 10,000 Riel per hour)
6. Teaching cost per year for each of 2 years is as follows: 7,728 hours of instruction x 10,000 Riel per teaching hour = 77,280,000 Riel or \$ 19,320
7. Tutors receive 25,000 Riel for each trainee who completes the training and passes the exit assessment. (a maximum of 220 X 25,000 = 5,500,000 Riel, which is \$1,375.00)
8. Tutors may teach up to 2 groups

C2: NTTI will provide:

- i. Curriculum meeting the DGT/VET certificate programs entry skills requirements in Math, Science, Khmer, and Introduction to Computers, acceptable to the project Consultants with adaptations to make it relevant for pre-technology students
- ii. Program coordination and supervision.
- iii. Accounts for all Project Funds received as directed by JFPR/PCU staff.

- iv. Recruitment of suitable tutors.
- v. Accurate attendance records.
- vi. Recruitment of trainees (with support from Project Consultants)
- vii. Completion of an Individual learning Plan (ILP) by each student.
- viii. Student follow up for registered students who miss a class (cell phone).
- ix. Appropriate space.
- x. Necessary training related equipment.
- xi. Photo copy of learning resources for trainees.
- xii. Additional tutorial support for a period of 2 weeks to trainees who are unsuccessful in their first attempt at the Standards Assessment Test (SAT) at the completion of training.
- xiii. Assistance in developing the final SAT.
- xiv. Assistance in administering and grading the SAT

D. Community Based Model-Kampot

D1: Model 2- Kampot Institute of Polytechnics, 255 Trainees over 2 years

KIP selectively recruits a number NGOs/CBOs or Individual Tutors, to deliver approved curriculum in the Commune(s) in which they work. Tutors will recruit trainees, set up learning groups of 5 trainees in each group, a tutor may have as many as 4 groups, complete an Individual Learning Profile (ILP) for each student and submit to KIP for approval, meet 2 times each week for 3 hours with each group, contact trainees by SMS between classes to see if there are problems, ensure students attend the performance assessment against program standards to be held at KIP .

KIP will receive 15% of the contract value based on the performance of the CBOs in recruiting and maintaining assigned trainee numbers.. This will cover all administrative and supervisory costs of KIPs involvement in the Skills Bridging Pilot. (other than any required follow up studies of trainees) .

KIP may also provide training for up to 2 groups of 5 students in each of the 2 years of the Project on the same financial base outlined below for the CBO providers

A provision is made within the \$40,000 TTC allocation for teaching materials and supplies other than basic curriculum materials. This is based on \$1.00 per student week to be paid to the TTC based on actual enrolment.

D 2: KIP will provide:

- i. Curriculum meeting the DGT VET certificate Programs entry skills requirements in Math, Science, Khmer, and Introduction to Computers, acceptable to the project Consultants with adaptations to make it relevant for pre-technology students or the assured use of the NTTI Skills Bridging Curriculum.
- ii. Program coordination and supervision including an individual contact for the project Consultants.
- iii. Accounts for all Project Funds received as directed by JFPR/PCU staff.
- iv. Quarterly reports to the Project Consultants /PCU
- v. Recruitment of suitable Community Based Organizations (CBOs).
- vi. Supervision of the training provision by the CBOs including on going monitoring.
- vii. Payment of the CBOs based on Consultant/PCU Direction

- viii. Supervise the recruitment of effective Tutors.
- ix. Additional tutorial support for a period of 2 weeks to trainees who are unsuccessful in their first attempt at the Standards Assessment Test (SAT) at the completion of training.
- x. Assistance in developing the final SAT.
- xi. Assistance in administering and grading the SAT.

D 3: CBOs will provide:

- i. Supervision and direct support to all training assigned
- ii. Recruitment of Tutors meeting Project criteria
- iii. Recruitment of trainees (with support from Project Consultants)
- iv. Completion of an ILP by each student.
- v. Accurate attendance records of trainees.
- vi. Student follow up for registered students who miss a class (cell phone).
- vii. Appropriate training space.
- viii. Necessary training related equipment.
- ix. Photo copy of learning resources for trainees.

D 4: Incentive based Payment Model for Tutors

- Tutors (either direct hires or those working through NGO/CBO will be paid as follows:
- 25,000 Riel for each trainee recruited with a completed ILP and approved. Maximum 6,375,000.00 Riel- \$1,593.75) There can be up to 51 groups, 25 each year. Groups meet 3 hrs a day, 2 times a week, 28 weeks.
- Tutors receive 6,000 Riel an hour for instruction (3 hrs x 2 times a wk x 6,000= 36,000 Riel a week to the tutor for each group, up to 4 Groups for each Tutor with 5 to 7 students in each group).
- 25,000 Riel paid to tutors for each of the 255 Trainees completing the training and passing the exit assessment. (maximum payment of 6,375,000.00 Riel (\$1593.75)
- Total possible payment to tutors for 1 year of project is 3 hrs x 2 times a wk x 28 weeks x 6,000 R an hour x 25 groups= 25,200,000.00 R (plus recruitment and graduation incentives of 6,375,000.00 R = 31,575,000.00 R (Total payment to Tutors: \$7,893.75 per year for 2 years)
- CBOs will receive 15% of the total payment to Tutors. If CBOs are not used and Tutors are direct hires, no payments are made and the funds can be used to expand the training.
- KIT receives 15% ...same as above.

E. Alternate Provider Model-Battambang

E 1: Model 3- Battambang Institute of Technology, 225 Trainees over 2 years

BIT will act as activity supervisor on behalf of the PCU in the delivery by a single experienced Skills Bridging Provider recruited by the Project. The provider will have a teaching location in the Province and may have residence facilities. The model may include both part time and full time learners although the total training hours per trainee (168 hours) will remain the same as the other 2 models as will the cost per student (\$172.00)

A provision is made within the \$40,000 TTC allocation for teaching materials and supplies other than basic curriculum materials. This is based on \$1.00 per student week to be paid to the TTC based on actual enrolment.

MEF allows only one bank account per Ministry outside of Phnom Penh and for MOLVT, PIB holds the account. Therefore BIT will invoice PIB as required to access funds. All original invoices and financial documents including those from the training provider (Don Bosco) will remain at BIT with copies being provided to PIB and the PCU.

MEF allows only

- NGO Provider will receive up to \$40,000 based on performance milestones
- 20% mobilization allowance
- 50% at the mid point of training (208 hours)
- 20% on completion of training by at least 80% of trainees.
- 10% on at least 70% of those writing the SAT being successful

E 2: BIT will provide:

- i. Program coordination and supervision including an individual contact for the project Consultants.
- ii. Accounts for all Project Funds received as directed by JFPR/PCU staff.
- iii. Quarterly reports to the Project Consultants /PCU
- iv. Recruitment of a suitable private sector provider.
- v. Supervision of the training provision by the Provider including on going monitoring.
- vi. Payment of the Provider based on Consultant/PCU Direction.
- vii. Invoicing PIB (the DGTVET-Battambang Bank account manager)
- viii. Assistance in developing the final Standards Assessment Test (SAT).
- ix. Assistance in administering and grading the SAT.

E 3: The Provider will be responsible for:

- i. Supervision and direct support to all training assigned.
- ii. Curriculum that leads to mastery of the agreed Standards to prepare for SAT.
- iii. Recruitment of Tutors meeting Project criteria
- iv. Recruitment of trainees (with support from Project Consultants)
- v. Completion of an ILP by each student.
- vi. Accurate attendance records of trainees.
- vii. Student follow up for registered students who miss a class (cell phone).
- viii. Appropriate training space.
- ix. Necessary training related equipment.
- x. Photo copy of learning resources for trainees.
- xi. The provider will be encouraged to use the incentive based model outlined in C4 above

F. Intensive Program.

Each year up to 90,000 students leave grade 9 without a certificate. They cannot go on to TVET certificates and do not return to secondary school. After assessing the progress being made in the 3 pilot programs as determined by monitoring in April and May, it may be possible to support a 6 week intensive Skills Bridging Program in each of the 3 TTCs specifically targeting these students.

The program would use the same curriculum as the on-going program and the same tutors. Classes of 10 students would be acceptable as much of the work will be step by step review rather than individual tutoring.

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Annex 3:

JFPR 9133 PHT Implementation Draft , October 27, 2009, revised March 18, 2010

A. Financing TTC Participation in PHT.

1. The MINIMUM number of trainees is 3000. (68 per commune) The target can be 5,000 (114 per Commune)
2. PHT total implementation budget is \$730,000 for 4 Institutions including a learning materials printing provision of \$10,000.
3. There are 44 communes involved.
4. Each Commune will be awarded a PHT Voucher of up to 15,000 for 30 months training. TTCs will receive 15% of this based on effective provision of their accountabilities as shown below with an emphasis on regular monitoring of training.
5. The total Commune Training Budget will be \$660,000 leaving \$70,000 as the general support provision. (see 7 below)
6. The implementation budget will be allocated to TTCs based on the number of Communes they are supporting. Thus \$ 730,000 divided by 44 Communes = 16,590.90. per commune allocated to TTCs
7. There is a \$15,000 per Commune training allowance 3 years x \$5,000 per year, leaving \$1,590.90 per commune to be used by TTCs for learning materials reproduction, TTC transport fuel costs, purchase of fruit and vegetables for labs, transport of commune assistants, packaging materials, labels and trade fairs
8. It is estimated that Commune Based training will begin in June, 2010.
9. TTC will receive an advance of 20% of the annual budget from PCU at least 2 weeks before training commences. They will then invoice PCU to backfill this using the comprehensive financial system established in ESDP ii, VSTP).

B. Table 21: Financial Provision by TTC

1	2	3	4	5	6			
	Province /TTC	Comm unes	Total Trainees (Minimum)	Total Budget (3 yrs) @ \$16,590.90 Per commune* (See note below)	Total Com-mune Budget (less 15% TTC Admin Costs)	Yr 1 (3months) Budget (less 15% TTC Admin Costs)	Yr 2 (12 months) Budget (less 15% TTC Admin Costs)	Yr 3(12 months) Budget (less 15% TTC Admin Costs)
1	Battambang	12	818	199,090.90	180,000	22,121.19	88,484.76	88,484.76
2	Kampot	15	1,023	248,863.60	225,000	27,651.48	110,605.92	110,605.92
3	NPIC	5	341	82,954.60	75,000	9,217.14	36,868.56	36,868.56
4	Siem Reap	12	818	199,090.90	180,000	22,121.19	88,484.76	88,484.76
	Total	44	3,000	730,000.00	660,000	81,111.00	324,444.00	324,444.00
	Total Less 15% TTC Admin Costs					68,945.00	275,778.00	275,778.00

Table 1

- Note:\$ 15,000 per commune + \$1,695 held by TTC for materials, training supplies. See note 7 above.

C. Responsibilities of the TTCs

Table 22 : TTC Accountabilities to be used as measures for Administrative payment to TTCs

#	Accountability	Detail
1	Inform PTB of Program	
2	Contribute to a single promotional package for communes	Centrally coordinated
3	Visit each Commune Council with package.	\$3,000 Council Training Prov , 3.3.1)
4	Complete Village Survey of Ag/PHT needs	
5	Recruit Qualified trainers, Host orientation sessions by Huy/Sopheath	Budget provision. 3.3.1 for 4 orientation sessions
6	Set up commune training schedule. Based on 1 week modules	Training includes market, product, micro-E and SEGF
7	Deliver training learning materials	Provision for motos and tuk-tuk
8	Purchase and transport training supplies (fruit, veg, packaging, small equipment)	Central provision in TTC for this. See note 7 above.
9	Complete 1 to 6 in all Communes by May 15, 2010	Monthly status reports to PMU beginning Feb 1, 2010
10	Support trainers as required using trained CDS, 4 in each TTC. Resolve training problems	Attend first day of all training
11	Prepare certificates of participation	
12	Pay trainers	Provision in 1.6.1
13	Monitor training	
14	Develop, promote and manage trade fair of Commune products.	
15	Complete activity and financial reports on time for PMU	
16	Assist in assessing training	Involve Commune leaders